DOCUMENT RESUME

ED 116 028 CE 005 943

AUTHOR La Sala, Vincent J; Picarelli, Henry E.
TITLE Secondary Disadvantaged--Six Weeks of Work-Experience and Counseling for BOCES Occupational Education Minimal-Achieving Students (Project: VEA CO-75-4A-1006); Evaluation Report.
INSTITUTION Nassau County Board of Cooperative Educational Services, Jericho, N.Y.
PUB DATE 16 Oct 75
NOTE 43p.; Appendix 3--Exhibit 3 may not reproduce well due to broken type; not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Counseling; Potential Dropouts; Records (Forms); *Secondary Education; Student Motivation; *Summer Programs; *Underachievers; *Vocational Development; *Work Experience Programs

ABSTRACT

Known also as the Summer Minimal Achiever Rehabilitation Training Program (SMART), the Nassau County work-experience program was designed to motivate minimal achieving students toward more positively directed goals. Of the more than 300 students referred to the program, 142 were accepted as enrollees. Program objectives were: (1) to provide significant leadership, counseling, and work experience; (2) to help students develop an awareness that occupational education is preparation for a full and rewarding life; (3) to motivate students to participate in community projects and contribute to the general welfare of others; (4) to provide individual and group counseling; and (5) to motivate the minimal achiever to seek higher goals and fulfillment. Staff consisted of eight full-time placement counselors and counselor interns and one part-time counselor. Counselors met with students at the job sites and provided close involvement and follow-up. Job assignments, where possible, were made in an area for which the student was trained during the school year. The program was highly effective as evidenced by the return to school in September of all eligible students. More than half of the document consists of appended job descriptions and related program information and forms. (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED116028

EVALUATION REPORT

SECONLARY DISADVANTAGED - SIX WEEKS OF WORK-EXPERIENCE AND COUNSELING FOR BOCES OCCUPATIONAL EDUCATION MINIMAL-ACHIEVING STUDENTS (PROJECT: VEA CO-75-4A-1006)

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF NASSAU COUNTY
DIVISION OF OCCUPATIONAL EDUCATION
SALISBURY CENTER
WESTBURY, NEW YORK 11590

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Assistant Superintendant of Occupational Education - Frank J. Wolff
Supervisor - Pupil Personnel Services -Francis J. Russo

BEST COPY AVAILABLE

Prepared by:
Vincent J. La Sala
Henry B. Picarelli
October 16, 1975

CE005943

TABLE OF CONTENTS

EVALUATION Page 1.

OVERVIEW Page 6.

ANECDOTALS Page 10.

CONCLUSION Page 13.

Appendix 1 - Exhibit 1 - Notification of pending Summer Minimal Achievers Rehabilitation Program (SMART)
2 - Student referral procedures, including criteria
3 - Pre-enrollment Referral forms
4 - Counselor notification of students' status
5 - Invitation to students to participate in summer program
6 - Invitation to students to attend orientation meeting
7 - Guidelines for job leaders
8 A-K - Job descriptions
9 - Student Evaluation form

Appendix 2 - Exhibit 1-45 Job sites

Appendix 3 - Exhibit 1 - Agenda - Counselors meeting - June 27, 1975
2 - Agenda - Counselors meeting - August 13, 1975
3 - Overview of Counseling Internship

EVALUATION REPORT

PROJECT VEA 00-75-4A-1006

The starting date for this project was July 7, 1975, and the termination date was August 15, 1975. This program, also known as the Summer Minimal Achiever Rehabilitation Training Program (SMART), is designed to help students, identified as minimal achievers, to see themselves as achievers, thereby motivating them toward more postiively directed goals. There were 142 students thus enrolled.

The program was conducted in accordance with the project guidelines, however, some modifications and minor shifts in its organization and operation occurred to better meet the needs of our target population. The benefits derived from such modifications may well serve as a model for future planning in the improvement of pupil personnel services.

The project called for two placement counselors and four technical aides, however, as a result of articulation with local universities it was possible to use the services of five guidance counselor interns. Three interns were from Hofstra, one from St. John's and one from C.W. Post. The interns were closely supervised by Mr. V.La Sala, who has certification in Guidance Counseling and Administration. Consequently, the program was conducted with three full time professionals and one part time professional instead of two full time professionals. The technical aides were replaced by guidance counselor interns who proved to do an exceptional job of counseling student-enrollees. The universities kept close liaison with Mr. La Sala who kept in daily contact with each intern. The universities were so positively impressed with the SMART program that all requested to be included in next year's plans if a similar opportunity arose.

The counselor-interns provided one-to-one and group counseling. They administered an interest inventory test, maintained close communications with job leaders and generally assisted in the administration of this worthy project.

Comprehensive records were maintained on all student-counselees by the interns and placement counselors. The prevailing attitude by all participants in the program was most positive. Appropriate orientation and progress meetings were held by project administrators, placement counselors, guidance interns, job leaders, employers and university personnel.

In hopeful anticipation of approval of this project proposal, it became necessary to set in motion those activities essential to launching the program on the planned starting date of July 7, 1975. Therefore, commencing on April 15, 1975, and prior to formal approval of the project, on May 28, 1975, a series of communications began with area center principals,senior guidance counselors, guidance counselors and students as follows:

1. Notification of pending Summer Minimal Achievers Rehabilitation Training Program (SMART), dated April 15, 1975 (Appendix 1 - Exhibit 1)

2. Student referral procedures outlined to senior guidance counselors, (Appendix 1 - Exhibit 2) which also noted the criteria to be considered when screening students, such as:

2. (cont.)

a. Excessive absenteeism
b. Chronically incomplete job assignments
c. Lack of interest in education
d. Disruptive and/or offensive behavior
e. Low level of reading, writing and arithmetic
f. Would rather work than attend school
g. Socio-economically handicapped
h. Slow learner

3. Pre-enrollment Referral forms Appendix 1 - Exhibit 3, wherein information was solicited from the Occupational Education teacher, guidance counselor, and placement counselor.

4. Guidance Counselors were notified of status of student referrals. Appendix 1 - Exhibit 4.

5. Students recommended were invited to participate in summer work study program. Appendix 1 - Exhibit 5.

6. Students interested in participating were invited to orientation meeting to be held at each center on June 18, 1975. Appendix 1 - Exhibit 6.

7. Orientation meetings were scheduled with job leaders. Guidelines for job leaders were distributed. Appendix 1 - Exhibit 7.

During the aforementioned enrollment process, more than 300 students were referred to the program. Initially, 125 students were identified as minimal achievers and in need of the benefits to be afforded them by this program. Subsequent to the starting date of July 7, 1975, an additional 17 students were selected to participate. Included in the 142 SMART enrollees were 25 special needs students coming from BOCES Special Education programs including: hearing impaired, emotionally disturbed, etc.

The project objectives stated in the proposal were:

1. To provide significant leadership, counseling and work experience for minimal achieving students.
2. To help students develop an awareness that occupational education is preparation for a full and rewarding life.
3. To motivate students to participate in community projects and contribute to the general welfare of others.
4. To provide one-to-one counseling and establish a big brother/big sister relationship with job leaders (supervisors) employability/work-experience counselors and work-experience counselor-technicians.
5. Over-all, to motivate the minimal achiever, by example, counseling and work-experience to seek higher goals and fulfillment through occupational education .

The concentrated efforts to meet these objectives was made by the staff as follows:

OBJECTIVE 1. TO PROVIDE SIGNIFICANT LEADERSHIP, COUNSELING AND WORK-EXPERIENCE FOR MINIMAL ACHIEVING STUDENTS

Every effort was made to insure a meaningful work-experience for these youths. Where possible, job assignments were made in an area for which the student was trained during the regular school year. This was especially effective for 37 students enrolled in the health occupations. For example, the Nassau County Medical Center provided excellent opportunities for students in X-Ray, dental clinics, medical-surgical clinics, central supplies, etc. There were several dental assisting students assigned to the Plainview Health Center also. In these settings, the students were able to utilize their newly acquired skills.

Prior to any job placement, the job leader was provided with an orientation of the program. Guidelines were established and discussed so that the job leader fully recognized his/her responsibility (Appendix 1 - Exhibit 7) to the BOCES student. Job descriptions were also provided the job leaders (Appendix 1 - Exhibit 8, A-K). Together with the Counselor or Counselor-Intern, meaningful relationships could be established providing much needed support for the student.

Evaluations made by job leaders were usually discussed with the students (Appendix 1 - Exhibit 9). In the event of a poor evaluation, counselor-counselee-job leader would seek ways to improve or modify behavior. Generally, a counseling session would achieve subsequent successes. However, in some instances, a change in job placement was decided upon.

The ratio of counselor-counselee provided close follow-up and involvement. Most job-leaders welcomed the presence of a counselor as did the student. Both saw the counselor as the one person readily available to "help out" if, and when, needed. Counselors noted changes in the student-worker that were beneficial in this work-setting. There was an increase by the student in the ability to cope with the job and the job-leader. Counseling, individually or in small groups, centered on such themes as attitudes, role expectations of employee and employer, punctuality, honesty, etc.

It should be noted that counselors met with the students at each of the job sites. Where possible, close liaison with job leaders was maintained for purposes of securing evaluations, verification of hours worked, etc.

The difficulty of placing many students in jobs is due to their inability to get to job sites. Transportation is the greatest single problem to deal with. By having a student work in his home community, he experiences a sense of contributing to, and belonging to, that community. How he reacts to his peers and superordinates is critical since many times they are his neighbors.

While oftentimes the student was unable to practice his occupational skills as many of these jobs are as custodial aides, recreation aides, counselor aides, etc., nevertheless, the student can learn to develop his self-respect and self-confidence. Counselors were concerned with the development of socially accepted interpersonal relationships. Working closely with job leaders, the counselor could assist the student in developing a positive self-image.

In all contacts with students and job leaders, counselors were concerned with the development of appropriate safety habits by the students.

OBJECTIVE 2. TO HELP STUDENTS DEVELOP AN AWARENESS THAT OCCUPATIONAL EDUCATION IS PREPARATION FOR A FULL AND REWARDING LIFE

The placement of health occupations students in the several hospitals and health centers derived the greatest benefit. They were able to practice their learned skills and also saw the need for more training. Every one of the students so placed at these centers experienced a "hands on" experience and enjoyed it. In fact, several students performed so well, that their job leaders asked that these young people be reassigned in the Fall under our regular work-study program. The anecdotals are replete with instances of the students coming in earlier, - and staying later than their scheduled hours. The counselors provided sessions including career pathing and planning in the health occupations.

There were several placements made of students enrolled in trades courses - electricity, carpentry, etc. They likewise were excited to practice their newly learned skills, and recognized the need for further training to be really productive in their fields.

Where possible, Kuder Interest Inventory tests were administered by the counselors to assist the student in career planning.

OBJECTIVE 3. TO MOTIVATE STUDENTS TO PARTICIPATE IN COMMUNITY PROJECTS AND CONTRIBUTE TO THE GENERAL WELFARE OF OTHERS

More than 75 students were placed in at least twenty-five community agencies such as schools, village halls, Economic Opportunity Centers, Youth Centers,etc. Appendix 2 - Exhibit 1 lists all 45 job sites including those placements made at any one of the BOCES facilities.

OBJECTIVE 4. TO PROVIDE COUNSELING, INDIVIDUALLY OR IN GROUPS

Inherent in this program was the availability of a counselor - reachable by the student when needed. Their presence assured the students that someone was there "watching over them." In a short time, counselor-counselee relationships developed that made it possible to assist the student wherever possible. Where necessary, counselors met with parents in an attempt to better serve the needs of the students.

Attitudinal development is essential when one enters the world of work; how one reacts to his peers, his superior, etc. Counseling sessions provided ways of discussing these attitudes and how they affect employability survival. Individually, or in groups, for personal reasons or job related reasons, counselors met with students. Oftentimes, the job leader was included for purposes of helping the youngster.

Counseling was used here as a vehicle for developing self-confidence, a positive self-image, and socially accepted interpersonal relationships.

OBJECTIVE 5. TO MOTIVATE THE MINIMAL ACHIEVER BY EXAMPLE, COUNSELING, AND WORK-EXPERIENCE TO SEEK HIGHER GOALS AND FULFILLMENT THROUGH OCCUPATIONAL EDUCATION

Overall, for the six-weeks this program was in operation, students' attendance was excellent. A review of the evaluations indicates that the vast majority of students adjusted well to their new work environment. Also, according to the evaluations, students who initially started a job with few strengths, developed strengths that were essential to the successful completion of their assigned tasks.

Counselors' files recorded anecdotes wherein the student, the job leader, or the counselor, noticed changes in behavior and/or attitudes by the student that have taken place. What seemed an unsurmountable problem early in the summer, becomes a resolved situation because of counselor in-put or student behavior and attitude change.

Virtually all students possessed a self-assurance by the end of the summer. Such self-assurance was present minimally or lacking totally at the beginning of summer. Given a choice of lazying around all summer or working, 142 students chose to work and were successful at it. Many students were reluctant to end work on August 15th - these same students who were recommended as minimal achievers in April, 1975. They met with success and received support through the summer. Indeed, they had not minimally achieved, but rather had met with supportive help and thereby met with success.

OVERVIEW

It became quite apparent at the onset of this project, that the program would take on a new dimension because of the use of guidance counselor interns supplementing the two full-time placement counselors. One additional staff member, a certified Guidance Counselor-Administrator, supervised the five interns in close conjunction with the sending universities. The aforementioned experienced placement counselors were responsible for placements through July 7, 1975.

Prior to the onset of the program, an orientation meeting for interns was held - in the Student Placement Office (Appendix 3 - Exhibit 1). Additional meetings were held when considered necessary by the administrator. A final meeting with counselors-interns, placement counselors, University personnel, and pupil personnel staff was held on August 13, 1975 (See Appendix 3 - Exhibit 2).

Of particular significance was a jointly written report presented by the three interns from Hofstra University (See Appendix 3 - Exhibit 3), where they stated:

> "For the past six weeks we have worked as counselor interns for the Nassau BOCES Summer Work Program. Our role as counselors was to work with underachieving students to better prepare them for their work role. We also hoped to help our clients adjust to the social pressures they might encounter both in their job situation and in the outside world. Essentially, our role as counselors was to help the entire being."

Placement counselors and counselor-interns agree that several strong factors emerge from evaluating the 1975 SMART program, viz;

1) Students who are considered minimal achievers in the classroom often find work more interesting and rewarding, as demonstrated by over-all job performance.

2) Students who have somewhat deficient academic skills, supplemented by occupational skill training and employability counseling, perform most satisfactorily on the job.

3) Students enrolled in the summer program seem anxious to return to school in September to continue their occupational education. Of 142 enrolled in the 1975 SMART program, three (3) graduate students were selected because it was felt they would benefit from the aspects of the program. Of the remaining 139 students enrolled, all returned to school in Sept. as full-time students.

4) *The summer program as presently constituted with guidance counselor-interns and experienced placement counselors should continue in design and serve as a model for regular school year.*

5) *The Summer Minimal Achievers Rehabilitation Training Program (SMART) should be instituted again for summer 1976. Due to lead time required for setting up the program, it is respectfully requested that approval of project be made as early as possible to allow for adequate planning.*

6) *It is equally important to prepare job leaders for their responsibilities as it is to prepare students for jobs.*

A placement counselor reported:

"Most students started work on initial day of program, July 7th, and in a very short time were, in most cases, demonstrating good skills, adaptability, good work habits, interest and good inter-personal relationships.

Generally work attendance was good,problems minimal, and overall interest excellent. Job supervisors in particular were amazed at adaptability and work habits of students. In many cases students who had been recommended as minimal achievers were demonstrating skills and dependability above that of regular employees. In many cases job supervisors had to depend on BOCES students to carry entire work loads of regular staff who were either absent from job due to illness or on vacation.

Guidance interns proved to be a tremendous asset to program. It was generally felt that it had been not only an educational experience for them but also a personnaly rewarding summer. Opportunities were available for the interns to counsel, explore, and see the dynamics and mechanics of a realistic,innovative and rewarding summer work-study program.

The students were decidedly drawn to the counselors, immediately recognizing the personal interest that the counselors had in each of them."

On self-image, a counselor reported:

"It was a joy to see a timid student 'bloom'". There were several dramatic instances, where a timid, insecure student really thrived, and received excellent ratings. What it did for their self-image was apparent in the happy air of new-found self-assurance.

On developing a relationship with students, an intern reported:

> *"These have been my most thrilling moments even though I'm only getting a signature or driving someone to get their working papers. The kids and their parents are so appreciative because they feel and see that I'm doing something. I guess action speaks louder than words and these kids have heard quite a few words and seen very little action in their young lives. So the paper work that I would view as a pain, is of most importance to the kid and it does in effect lead towards a warm and steady relationship and that is the foundation of a counseling relationship."*

A student reported:

> *"I enjoyed working for 6 weeks over the summer for the Southeast Center (BOCES) because it gave me more experience doing clerical work in an office. It helped me to improve my typing and filing skills. It gave me the chance to meet more people. It taught me to be more responsible in a job situation; to be more dependent upon myself. It taught me to be more considerate to others.*
>
> *It's an experience I'll never forget."*
>
> *Marilyn*

Another student reported:

> *"I enjoyed working here at BOCES Southeast Center the past 6 weeks. Most of the people who I worked with were helpful and friendly. Having this job increased my clerical skills. I can type and file much better. It also gave me a sense of responsibility and made me grow up a little. I really appreciated having the opportunity to go out and find out how it feels to work and make some money and also how to spend it all. Thank you for giving me all that."*
>
> *Colette*

A parent wrote:

> *"Once again, I want to take this opportunity to thank you for all that you have done for my daughter, Amy. She has had a very rough time getting her life straightened out, and because of people like you, she is now well on the road to maturing into a happy and well-adjusted young adult."*
>
> *Mrs. Nina P.*

An employer of a facility for emotionally disturbed youths, reported:

> "We would like you to know that Rafael performed very well on the job. He was conscientious, diligent, accepted directions well and satisfactorily carried out all tasks assigned to him.
>
> It was a pleasure to have had him with us."
>
> Gertrude K.
> Executive Director

Hofstra University reported:

> "I have heard enthusiastic reports of the BOCES internship in the summer. Apparently it was tremendously successful. I know that our students feel that it was an unusually fine experience. We are all most grateful to you for providing it.
>
> I hope that you will be able to have a similar program next summer."

St. John's University wrote:

> "...The program in 'Survival Skills' sounds like a real benefit for the BOCES trainees. Again, thank you; we hope our interns will be able to work with you again in 1976."

ANECDOTALS

There is no question that much information was learned about these youngsters that would not have otherwise been available. This information is being forwarded to the students' occupational education area centers where the regular guidance and placement counselors can benefit from the information learned over the summer.

- - - - - - - - -

The following anecdotals were taken at random from logs maintained by staff personnel.

REBECCA L. - On 7/16 I met with Rebecca, whose job leader had requested removal based on her lack of effort, motivation, and skills. In speaking with her, I learned that she had been moved frequently among different job stations, and did not like this. She seemed to feel insecure, and added that it took her a long time to make friends. I tried to be supportive, telling her that I could understand her feelings, this was common, etc. She seemed to have a lot anxiety, did not look at me, and seemed very immature socially (she is 17 years old).

I was unsure whether to raise the fact that her job leader had requested her removal, and decided instead to ask about her other interests, with the hope of finding an alternative placement. After she left that day, I was able to find placement for her in the dining room, which seemed to provide a relaxed, understanding working atmosphere.

When I spoke with her the following day (prior to her starting the new placement), she was very reluctant. I spoke with her about her very understandable anxiety, but her attitude transcended this; she seemed to be regressing to a much earlier stage of negativism. At this point, I was not sure what counseling to give. I continued to support her feelings, while explaining that she should begin work, and give the new job a fair period of time before making a decision whether or not to continue. Patience paid off. After a few days, Rebecca adjusted nicely to the situation. She is a dependable worker.

RICHARD F. - I met with Richard on 7/21. Prior to this, his job leader had explained to me that he seemed tense, anxious, and very unsure of himself.

When we spoke, Richard repeatedly asked, "Do I seem nervous to you?" Instead of responding directly, I tried to reassure him that if he were, it was a very normal reaction, etc. I asked him if he thought that he was nervous, how he could tell, etc. During this meeting and a subsequent one this morning (7/25), we spoke about reasons for people feeling nervous, ways that they expressed it (body language, etc.).

During the sessions, which covered a number of other topics, I felt that Richard had several things troubling him, and really wanted someone to talk to. I'm hoping I can help him, and feel that a real beginning has been made in establishing communication.

Throughout the summer program, Richard lacked self-confidence. In the third week of the program, he was transferred to a job assignment working with me in the Placement office. Since his assignment, he is doing extremely well and is a most responsible worker. One can see the change in his attitude over this new assignment. Richard is now doing nicely.

BEVERLY L. - Beverly was working at the 5 Towns Inwood Community Chest Office where she showed great potential as a worker but unfortunately her personal problems were such that it caused lapses while on the job. Beverly is an unwed mother of a 19 month old child and her life is more complicated by the fact that she lives with her grandmother and they do not get along. Beverly is under a lot of pressure and she feels that the way to alleviate that pressure is to get a full time job so that she could move out of her grandmother's home and raise her baby without the extra pressure. Beverly is carrying a heavy burden, and at times she was not able to cope with her surroundings on the job. This lead her job leaders to wonder what was wrong. Most of them were under the impression that she was on drugs because she was seen at the local Drug Counseling Center. However, she was there because that was the only place where there were people her own age to talk to. She didn't even use the Counseling services there which is what her supervisor had thought.

In my sessions with Beverly it was learned that she wants to quit school and get a job so that she could move out of her grandmother's house. She likes school but she has two more years to go and she feels she won't be able to last that long in her present environment. Beverly has a certificate in Child Care and she is going to be working with her placement counselor in the Fall who will help her find a job. We explored ways of having someone take care of the baby during the day while Beverly goes to work or to school.

Beverly is open to help but she sees that she has very few options for her life. I would hope that Counseling be continued. She has decided to return to school in September where she will become enrolled in the Dental Assisting program. In spite of her situation, Beverly is managing and is "keeping it all together" pretty well.

TRACY G. - Tracy was stationed at the Southwest Center in Freeport as an Office Aide. Tracy was an unfortunate victim of circumstances because in the first few weeks at Southwest there was very little for her to do. This was beginning to take its toll on her as well as on the secretaries who were working there. But along the middle of the third week of her stay, a batch of work came in and Tracy became a valuable person to the other people working there. Because of the large amount of work that came in, Tracy began to take on the responsibilities of that of a bookkeeper or secretary. The secretaries in the building began to view Tracy with respect and admiration and they treated her as an equal in business and Tracy herself was reacting very positively to all of this. Tracy was beginning to build self-confidence and self-esteem and one of the last things she said to me was, "Mr. Nelson, is it possible to get an extension?" This is interesting because some weeks earlier she had asked me if she could be transferred.

WILLIAM H. - William is working at the Freeport Village clerks office. He was recommended to the program because of a lack of interest in school. William started the program one week after it started and I had to go to his home and personally deal with him to get him placed in the job. This opened me up to have contact with his mother and this proved to be a warm experience. His mother proved to be a very warm individual and her pleasure to hear that William was offered a summer job was a sight to behold. I was able to share her pleasure because William proved to be an excellent worker and an excellent learner. William started as a Custodial Aide doing manual labor but soon he was being trained to work the printing press which is a trained skill. Needless to say, William was greatly liked by his job leader.

His mother was pleased that her son was given this opportunity because she knew the type of job that he would do and her feelings were borne true. William was very pleased with the job and he was especially happy that he was given the opportunity to learn how to work the printing press. William's job leader is so pleased that he wants to have him work there during the year after school. William is planning to return.

LARRY T. - When I met Larry in the beginning of the program, he came off being rather cold and aloof. But, due to the common bond of the claim sheet (myself being the instrument by which he was going to get paid), we had a line of communication. In the second week of the program it was found that Larry was missing some forms that had to be collected and this situation led to an open relationship between Larry and myself. Rather than having Larry go home and bring in the forms the next day, I told him that I would take him home and we could take care of the matter right away. This seemed to set off a spark in Larry, for he was no longer cold and reserved but rather friendly and interested in conversation. At his home Larry treated me most kindly by giving me iced-tea and, more importantly, by making me feel right at home. I can also say that Larry's grandmother, whom he lives with, treated me with a sense of warmth.

This entire incident allowed me to see Larry as he really was - a warm and kind boy. I am glad to say that now whenever I see Larry at the Southwest Center there is no longer the cold-faced facade but rather a warm communicable smile. I believe that Larry is very appreciative to people who try to help him out and it was very important that people don't read Larry's initial appearance as a person who doesn't care.

I can testify that Larry does care (for himself and for others) but for Larry and others this sometimes is a very difficult emotion to display. For counselors who deal with Larry I would suggest that patience and understanding be of high order.

CONCLUSION

The Summer Minimal Achievers Rehabilitation Training Program (SMART) was a singular success. The modification in organization in the use of guidance counselor interns proved remarkable. The total personnel effort, - eight (8) full-time placement counselors and interns, and one (1) part-time counselor, provided a much needed service to the selected minimally achieving student population. The fact that every eligible student, 139, returned to school in September 1975 is testimony to the success of the program. Three (3) students selected for participation in the program graduated but still benefited from their experiences in this program.

It is anticipated that guidance counselor interns will be utilized next semester at BOCES as they were this past summer. It is hopefully anticipated that an expanded version of this year's summer program will be funded next year providing similar support services to a larger number of minimally achieving students. As mentioned earlier in this report, the local universities have indicated their continued interest in the program for next summer.

No doubt, all students would benefit from such expanded counseling services as provided this summer to the minimal achiever. And to this end, educators should dedicate themselves.

APPENDICES

Appendix 1 - Exhibit 1 - Notification of pending Summer Minimal Achievers Rehabilitation Program (SMART)
2 - Student referral procedures, including criteria
3 - Pre-enrollment Referral forms
4 - Counselor notification of students' status
5 - Invitation to students to participate in summer program
6 - Invitation to students to attend orientation meeting
7 - Guidelines for job leaders
8 A-K - Job descriptions
9 - Student Evaluation form

Appendix 2 - Exhibit 1-45 Job sites

Appendix 3 - Exhibit 1 - Agenda - Counselors meeting - June 27, 1975
2 - Agenda - Counselors meeting - August 13, 1975
3 - Overview of Counseling Internship

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

APPENDIX 1 - EXHIBIT 1

INTEROFFICE MEMO

Ref. No. 425

TO: All O.E. Principals

FROM: Student Placement Office

SUBJECT: 1975 Summer Minimal Achiever Rehabilitation Training Program -SMART -

DATE: April 15, 1975

We are hoping to hear from Albany shortly regarding federal funds for the above program. In anticipation, we are sending the pre-enrollment referral forms to the Senior Guidance Counselor in your center.

The attached memo is being sent to the Senior Guidance Counselor as well.

We hope this meets with your approval.

HH:lf
enclosures

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

INTEROFFICE MEMO

TO: Senior Guidance Counselors Ref. No. 426

FROM: Student Placement Office

SUBJECT: Student Referral for Summer Minimal Achiever Rehabilitation Training Program - SMART -

DATE: April 16, 1975

It is hopefully anticipated that during the summer of 19[illegible]5, the Student Placement Office will conduct a federally funded program which will provide 6 weeks of occupational work-experience for Nassau BOCES first year O.E. trainees who have minimally achieved grading requirements. Special consideration should be given to those students who are not prone to returning or succeeding in their second year.

Last year, over 200 students were enrolled in a similar program. During that period, we learned that with professional back-up support, supervision, counseling, and follow-up by work experience counselors, a significant number of enrollees developed increased awareness of the value of occupational education. This resulted in motivation to return to the O.E. Center and complete their occupational education.

Those youngsters displaying the following traits are prime candidates for this summer program:

1. Excessive absenteeism
2. Chronically incomplete job assignments
3. Lack of interest in education
4. Disruptive and/or offensive behavior
5. Low level of reading, writing and arithmetic
6. Would rather work than attend school
7. Socio-economically handicapped
8. Slow learner.

Since federal funds have been cut and enrollments will be limited to 125 students total, only with your help in referring first year students currently enrolled can we properly identify and aid those who would most benefit from this experience.

Kindly send us a pre-enrollment form for each student you believe to be in need of this summer program. It would be appreciated if you will send all completed pre-enrollment forms together to Helen Houston c/o Student Placement Office, Park Avenue, Williston Park Annex.

Enclosed please find a supply of pre-enrollment forms for your center.

HH:lf
enclosures

NASSAU BOCES STUDENT PLACEMENT OFFICE
DIVISION OF OCCUPATIONAL EDUCATION
NASSAU COUNTY, N.Y.

PRE-ENROLLMENT REFERRAL FOR THE SMART PROJECT

STUDENT'S LAST NAME _____ FIRST NAME _____

HOME ADDRESS _____

CITY and STATE _____ ZIP _____

HOME PHONE _____ GUARDIAN'S NAME _____

AGE _____ GRADE _____ SCHOOL DISTRICT _____

COMMENTS BY BOCES OCCUPATIONAL EDUCATION TEACHER:

The above named student is recommended for Summer work-experience because:

_____

_____

_____

SIGNATURE OF O.E. TEACHER _____ DATE _____

INTERVIEW COMMENTS BY BOCES GUIDANCE COUNSELOR:

_____

_____

_____

SIGNATURE OF GUIDANCE COUNSELOR _____ DATE _____

INTERVIEW COMMENTS BY BOCES PLACEMENT COUNSELOR:

_____

_____

_____

SIGNATURE OF PLACEMENT COUNSELOR _____ DATE _____

NASSAU BOARD OF COOPERATIVE EDUCATIONAL SERVICES

APPENDIX 1 - EXHIBIT 4

INTEROFFICE MEMO

Ref. No. 427

TO: All Guidance Counselors

FROM: Student Placement Office

SUBJECT: Letter to Students recommended for 1975 SMART PROGRAM on pre-enrollment referrals

DATE: May 27, 1975

Thank you for your cooperation in sending your student pre-enrollment referrals to this office.

The attached letter has been sent out to these students and those who are interested will be in touch with you in the next few days.

We would appreciate your returning the student acceptances to us by Thursday, June 12th, to facilitate arrangements for a student orientation.

HEP:lf
enclosure (1)

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
STUDENT PLACEMENT OFFICE
300 PARK AVENUE
WILLISTON PARK, N.Y. 11596

Dear BOCES Student:

Your BOCES occupational education teacher has recommended you as a possible applicant for a job in our special summer work-study program. The job will provide approximately 11 hours of work per week, at $2.00 per hour. The work-study program includes career counseling as well as work-experience.

If you wish to be considered for this paid work-study program, you must bring this letter to your BOCES Guidance Counselor within the next three days. You must also bring your working certificate and your social security card. If you don't have these, please report to your home school Guidance Officer and arrange to get them before returning this letter.

Shortly after the BOCES Guidance Counselor receives your application for enrollment in this work-study program, you may expect to receive notice of an orientation meeting to be held shortly thereafter. At the meeting you will be interviewed by a BOCES placement counselor to determine whether you qualify for summer employment.

Please fill out the form below, and return this letter to your BOCES Guidance Counselor.

Very truly yours,

Henry E. Picarelli

Henry E. Picarelli,
Manager
Student Placement Office

HEP:lf

(PLEASE PRINT)

NAME: _____ DATE: _____

Dear Mr. Picarelli,

I am interested in the BOCES summer work-study program, and wish to apply for employment.

_____ _____
SIGNATURE OF STUDENT HOME PHONE NO.

_____ _____ _____
BOCES CENTER BOCES COURSE BOCES TEACHER

STUDENT PLACEMENT OFFICE
300 Park Avenue
Williston Park, N.Y. 11596

June 13, 1975

Dear BOCES Student:

We have received your request for summer employment.

Please report to your BOCES placement counselor at your BOCES Center at 12:30 PM / 8:30 AM on Wednesday, June 18th, so that you may be officially enlisted in our summer work program.

Unless you have already done so, don't forget to bring your social security card and work certificate.

When you meet with your BOCES placement counselor, you will be given a brief orientation concerning the duties and responsibilities of your summer job. You will be given details concerning your salary.

If you cannot be at the June 18th meeting, please notify us by phoning Mrs. Freitag, at 742-7333.

Very truly yours,

Henry E. Picarelli

Henry E. Picarelli
Manager,
Student Placement Services

HEP:lf

GUIDELINES FOR JOB LEADERS WHEN RELATING TO SUMMER WORK STUDY AIDES

The Job Leader is responsible for helping the student aide gain a learning experience and to direct him/her in the following areas, with cooperation from the work-experience counselor.

A. IMPROVEMENT OF JOB SKILLS

1. Learning skills to perform given jobs.
2. Developing proficiency in the use of job skills.
3. Learning to work with others, cooperatively, safely and conscientiously.

B. JOB ATTITUDES

1. Learning to accept supervision.
2. Working as a team member.
3. Working independently with minimal supervision... but learning to ask questions when in doubt.
4. Willing to do a little more without being asked.
5. Learning the need for more schooling.

C. EMPLOYABILITY CHARACTERISTICS

1. Being punctual.
2. Developing good grooming and personal hygiene habits.
3. Being properly dressed for the job.
4. Learning proper interpersonal relationships.
5. Being able to communicate verbally.
6. Learning how to follow instructions.

Our objective is to place students in job situations where supervisors encourage good performance by demonstrating good performance. A democratic atmosphere of acceptance will reduce the anxiety and frustration of student aides, thereby encouraging them to become better students.

SUMMER PAYROLL PERIODS

PAY PERIOD	CLAIMS DUE IN PLACEMENT OFFICE.	PAYCHECK MAILED
July 7-10	July 11	July 31
July 11-24	July 25	Aug. 15
July 25-Aug.7	August 8	Aug. 29
Aug.8-Aug.15	August 22	Sept. 15

VEA CO 75-4A-1006

1975

JOB TITLE: Audio-Visual Aide - Artist

JOB DESCRIPTION:

1. Assists in designing and creating masters for overhead transparencies, films and slides. Makes layouts and paste-ups.

2. Aids with designing and putting together individualized booklets of basic AV equipment.

3. Assists with preparation of storyboard for film and slide series.

4. Uses equipment to produce projects:

    a. Diazo printer

    b. Varitype headliner

    c. Po l

    d. Photo typositor

    e. 3M Secretary

    f. Heat press

VEA CO 75-4A-1006

1975

JOB TITLE: Audio-Visual Aide - Photography

JOB DESCRIPTION:

1. Develops, processes, enlarges black & white photography.
2. Duplicates slides.
3. Converts filmstrips to slides.
4. Drymounts and frames prints.
5. Aids in maintenance, storage and utilization of audio-visual media.
6. Aids with development, processing of color photography.

VEA CO 75-4A-1006

1975

JOB TITLE: Clerical Aide

JOB DESCRIPTION:

1. Types, copies materials, lists names or instructions, as directed.
2. Answers telephone and makes calls as instructed using acceptable language and technique.
3. Writes down messages.
4. Transmits messages orally.
5. Collates materials, arranges in order as directed.
6. Runs errands - picks up and delivers supplies and equipment.
7. Places materials in envelopes for mailing.
8. Addresses envelopes for mailing.
9. Files student folders and instructional materials in proper sequence.

VEA CO 75-4A-1006

1975

JOB TITLE: Custodial Aide/Maintenance

JOB DESCRIPTION:

1. Uses "drag mop" to clean floors.
2. Uses wet mop to strip floors.
3. Uses wet mop to seal and wax floors.
4. Washes windows.
5. Empties wastebaskets.
6. Takes garbage to dumpster.
7. Vacuums carpeting.
8. Assists with painting of Buildings.

VEA CO 75-4A-1006

1975

JOB TITLE: Student Dental Assistant -
Nassau County Medical Center

JOB DESCRIPTION:

1. Cleans and sterilizes dental equipment.
2. Prepares instruments and instrument trays for dentist.
3. Mix filling materials and impression materials.
4. Pours models and develops x-rays.
5. Prepares patients for dental treatment procedures.
6. Keeps records and performs related clerical duties.

VEA CO 75-4A-1006

1975

JOB TITLE: Library Aide

JOB DESCRIPTION:

1. Assists in arrangement of books, magazines and materials as directed by librarian.
2. Files materials in proper sequence.
3. Pulls materials from file.
4. Transports supplies.
5. Picks up mail and packages.
6. Runs errands under direction of librarian.

VEA CO 75-4A-1006

1975

JOB TITLE: Student Teacher Aide

JOB DESCRIPTION:

1. Assists teacher with teaching duties pertaining to the individual program.

2. Assists and supervises program participants in their work assignments and duties.

3. Dispenses and collects laboratory equipment and supplies.

4. Aides program participants with handicap or disability with transportation from one work station to another.

5. Aids teacher in overcoming learning problems with the handicapped or disabled child.

VEA CO 75-4A-1006

1975

JOB TITLE: Student Aide Central Supply
Nassau County Medical Center
Sterile Processing Department

JOB DESCRIPTION:

Under direction of technicians

1. Cleans instruments and washable items.
2. Cleans and bags thermometers.
3. Wraps, tapes, labels supplies for autoclave.
4. Prepares trays for autoclaving.
5. Wraps and bags burn linen for sterilization.
6. Checks and tests instruments, supplies for defects.
7. Picks up dirty supplies from floors, units.
8. Delivers clean supplies to various departments.
9. Inventories supplies and equipment.

VEA CO 75-4A-1006

1975

JOB TITLE: Student Aide Pediatrics Clinic
Nassau County Medical Center
Pediatrics Clinic

JOB DESCRIPTION:

Under direction of Nurse, Nurse Aide

1. Greets and takes name of patient.
2. Pulls chart from file.
3. Weighs and measures child, infant.
4. Charts or records weight and height under appropriate date and column.
5. Assists physician with examination.
6. Runs errands - carries messages, specimens to lab, reports to various departments.
7. Reassures and comforts parent and patient.

VEA CO 75-4A-1006

1975

JOB TITLE: Student Aide Radiology
Nassau County Medical Center
Department of Radiology

JOB DESCRIPTION:

Under direction of X-ray Technicians and Aides

1. Transports patients to and from rooms to department.
2. Reassures and comforts patients while waiting.
3. Prepares patients for treatments and procedures.
4. Checks patients for proper dress for treatment or procedure.
5. Assists patients in and out of wheel chair.
6. Assists patients on and off X-ray table.
7. Signs patients in and out of registry.

VEA CO 75-4A-1006

1975

JOB TITLE: Recreation Student Aide
Camp Anchor

JOB DESCRIPTION:

Under direction of Activities Director

1. Assists with arts and crafts.
2. Collects and distributes supplies for arts and crafts.
3. Assists in music therapy.
4. Assists in musical exercises.
5. Supervises and assists with water therapy wading in ocean and pool activities, swimming, etc.
6. Assists with games and sports - e.g. basketball, dodgeball, etc.
7. Aids and assists with reading and story-telling.

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
OF NASSAU COUNTY
Division of Occupational Education
Student Placement Center
300 Park Ave., Williston Park, N.Y. 11596

EMPLOYABILITY ASSESSMENT REPORT

Date _____ SPRA No. _____

Student's Last Name _____ First _____ Middle _____

Job Title _____ Job Station _____

BOCES Course Title _____ Location _____

The purpose of this assessment is to determine the strengths and weaknesses of a BOCES occupational education student working in a given career-directed environment. It is important to include comments that are both complimentary and constructively critical in addition to checking the appropriate evaluations next to each characteristic.

TRAITS, ABILITIES, AND CHARACTERISTICS	Low 1	2	Avg. 3	4	High 5
ACCURACY - work duties are performed correctly					
ALERTNESS - has the ability to understand instructions, meet changing conditions, and solve problems					
ATTENDANCE - is faithful in coming to work daily and conforms to work hours					
COURTESY - pays polite attention to other people					
CREATIVITY - has imagination and offers new ideas					
DEPENDABILITY - has the ability to do required jobs well with a minimum of supervision					
DRIVE - has the desire to attain goals and to achieve					
FRIENDLINESS - is sociable and warm in attitude toward others					
HOUSEKEEPING - keeps his/her work area orderly and clean					
JOB KNOWLEDGE - has the know-how necessary for satisfactory job performance					
OVERALL EVALUATION - compared with others having the same length of service on this job					
PERSONAL APPEARANCE - is clean, well-groomed, and dresses appropriately on the job					
PERSONALITY - the individual's behavioral characteristics or his personal suitability for the job					
PHYSICAL FITNESS - has the ability to work consistently and is physically alert and energetic					
QUANTITY OF WORK - the amount of work accomplished in a workday					
STABILITY - has the ability to withstand pressure and to remain calm in crisis situations					

MAJOR STRENGTHS	MAJOR WEAKNESSES
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Date Recorded and Forwarded to
Area Center Guidance Office _____

Report Completed by _____

Placement Counselor _____

White	- Student File Copy
Yellow	- OE Teacher Copy
Pink	- Guidance Office Copy
Goldenrod	- Student Copy

Nassau BOCES 512-OE-1274

45 JOB SITES

JOB SITES

BOCES - AAU
BOCES - Baldwin Harbor
BOCES - County Center (Data Processing
BOCES - County Center (General)
BOCES - County Center (NERC)
BOCES - Facilities
BOCES - Hearing Impaired
BOCES - Hempstead (Adult Center
BOCES - Northeast Center
BOCES - Northwest Center
BOCES - Old Westbury Campus
BOCES - Park Ave. School
BOCES - Rosemary Kennedy Center
BOCES - Salisbury Center
BOCES - Southeast Center
BOCES - Southwest Center
BOCES - Wantagh Marina
Camp Anchor - Lido Beach
East Rockaway - Village of
Economic Opportunity Commission (Summer Day Camp-Long Beach
Farmingdale Public Schools
Five Towns Community Chest - Woodmere-
Floral Park Memorial High School
Freeport Health Center
Freeport Public Schools
Hicksville Public Schools
Hispanic Economic Opportunity Commission, Hempstead
Inwood Clinic
Lawrence Public Schools
Kuzuri Youth Center
Levittown Public Schools
Lindenhurst Public Schools
Luther Woodward School, Freeport
Malverne Public Schools
Massapequa Public Schools
Medford Public Schools
Mineola, Village of
Nassau County Medical Center
Nassau County Special Activity
Oceanside Public Schools
Plainview Health Center
Roosevelt Public Schools
Seaford Public Schools
Smithtown, Town of
Stewart Manor, Village of
Syosset - Woodbury Park

AGENDA

Friday, June 27, 1975

Reception		
Welcome and Orientation	-	V.J. La Sala
Remarks by Administrator	-	H.E. Picarelli
Objectives of Internship	-	V.J. La Sala
Roundtable self-introductions	-	
Objectives of SMART	-	H. Houston
Welcome by Supervisor of Pupil Personnel Services	-	F.J. Russo
Program operation and Procedures	-	V.J. La Sala
Adjourn		

AGENDA
SMART PROGRAM

August 13, 1975

Salisbury Center

1.	Welcome by Supervisor, P.P.S.	F.J. Russo
2.	Pupil Personnel Services - an overview	M. Brusasco
3.	Review of SMART Objectives	H. Houston
4.	Review of Internship Objectives	V.J. La Sala
5.	SMART Program - Critique a. Comments by Interns	H.E. Picarelli
6.	Other	

OVERVIEW OF COUNSELING INTERNSHIP

August, 1975

Submitted by:
Lois Biello
Martin Nelson
Richard Willing

For the past six weeks we have worked as counselor interns for the Nassau BOCES Summer Work Program. Our role as counselors was to work with underachieving students to better prepare them for their work role. We also hoped to help our clients adjust to the social pressures they might encounter both in their job situation and in the outside world. Essentially, our role as counselors was to help the entire being.

During the course of our internships new perspectives about our role and the function of the program have developed. Due to the lack of time such a program should merit, it became necessary for us to move away from some of our initial goals. In the beginning much of our time was spent trying to locate students and supervisors at various job locations in order to get a confirmation on the job. Because of the time that had already elapsed, combined with the need to collect claims, our role in establishing initial counseling relationships, as we saw it, was hindered. It was not until the latter part of this program that we began to feel some positive effect as counselors. At this point we feel we are on the road to accomplishing our initial goals as counselors. However, this is indeed tragic since the program is now coming to an end.

We all feel that our internship has been a most valuable

experience. We were treated as peers by the counselors and supervisors at BOCES. We felt that our opinions and actions were well respected, enabling us to feel a sense of independence and self-confidence. In the end this helped our effectiveness with our clients. In addition, we were exposed to a variety of counseling and placement functions.

Outlined are the recommendations that we feel may benefit this program for the future:

I. Intern Involvement In Preparation Of Program
   A. initial interview with student to establish role of counselor
   B. opportunity to learn more about client
   C. opportunity to study various jobs available
   D. gives intern better control of situation at the start

II. Initial Meeting Between Intern & Job Leader
   A. establishes your role as counselor (and his as job leader)
   B. help define common goals, especially the importance of this experience to the student
   C. explanation of forms involved

III. Have Job Placement Reflect Student's Training, Abilities, & Interests Wherever Possible
   A. it appears that many students placed in jobs which make use of their BOCES training (i.e. Med. Ass'ts. placed in hospital setting) enjoy their work more, have a more positive attitude toward work and receive good reviews.
   B. avoid having students placed in jobs where they are not really needed
   C. increase possibilities for full-time employment
   D. expand job opportunities to include private industry

IV. Counseling Time Included in Fifteen Hour Work Week
   A. Forty-five minutes / student available weekly
   B. at least one group session available during program for student feedback
   C. availability of vocational interest and aptitude tests
   D. meeting with student-counselor-job supervisor to discuss job and foster feedback(preferably towards end of program)

V. Have Claim Forms Mailed
   A. collection of claims occupied a disproportionate amount of counselor's time
   B. possibly assigning a student in charge of claims at each job site

VI. Intern Given a Home Station
   A. place to conduct counseling sessions and to complete necessary paper work
   B. place where the intern can be reached when needed

VII. Continue Meetings Between All Interns and BOCES Supervisors
   A. to foster feedback among interns
   B. to discuss any problems that may arise

VIII. Interns Exposed To the Various Programs Offered By BOCES

We would like to express our thanks to all the people who helped make our internship a rewarding and educational experience: Barbara Balaban
Helen Elbert
Helen Houston
Vincent La Sala
Henry Picarelli